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ABSTRACT

In order to determine community needs and preferences with regard to vocational education, the Cerritos Community College District surveyed 1,386 Cerritos College students, 896 students in area adult schools, 126 participants in regional occupational programs, and 258 community residents. A 46-item questionnaire focused on: (1) preferences for method of vocational training, length of time and hours per week in class, and time of day of class; (2) need for upgrading job skills; (3) suggestions for courses; (4) desire for career counseling; (5) interest in self-employment opportunities and non-traditional occupations; and (6) characteristics, including sex; residency; ethnic background; family size and income; economic or educational disadvantage; handicapped, veteran, and employment status; educational level; and prior vocational training. Selected findings indicated that open-entry/open-exit, self-paced instruction was the most popular instructional mode, followed by on-the-job training, short/intensive training, and credit for experiential learning. Most respondents indicated a preference for evening classes and that they would be willing to spend less than ten hours per week in class. Almost half indicated a need for one or more classes to improve their job skills. In most cases, the classes they wanted were already offered in the district. Over 40% were interested in career counseling and 30% in non-traditional careers. (JP)

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OCCUPATIONAL NEEDS ASSESSMENT

CERRITOS COMMUNITY COLLEGE DISTRICT

Project Number 19-64360-3-8-419

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PL 94-482

June, 1979

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One-hundred seventeen instructors administered the survey forms in their classes. We are grateful for their full coopeation.

The project utilized the services of the Cerritos College Computing Center, Hal Roach, Director. Doug Droney, Programmer/Analyst, provided the computerized program printouts for data analysis. Nearly 2,700 completed survey forms were keypunched under the direction of Mrs. Betty DePaul.

Members of the Cerritos Regional Adult and Vocational Education Advisory Council representing education, business, industry, labor, Employment Development Department, handicapped, disabled, and minorities, served as members of the Occupational Needs Assessment Advisory Committee providing input for the survey form and formulating the final recommendations.

Thanks to all!!!

Richard E. Whiteman, Project Director
Dean of Vocational Education
Cerritos College

ABSTRACT

The purpose of the Occupational Needs Assessment Survey was to investigate new, additional, and expanded and/or different methods to provide career or vocational training opportunities to improve the total occupational delivery system in the Corritos Community College District. In addition, the 2,666 survey participants were asked to respond as to what classes they needed for upgrading on their jobs and to make suggestions for courses they would like to see offered. The survey included opportunities for participants to express personalized timetables for completion of courses/programs.

The findings include:

- Nearly two-thirds of the 2,666 persons surveyed indicated they would be interested in open entry/open exit self-paced courses.
- A majority of respondents were also interested in on-the-job training programs.
- Almost half the survey respondents were interested in a "short" course in which to enroll for intensive training.
- Almost half the respondents were interested in a course where credit could be given for what the student already knows through work experience or standardized testing or licensure.
- A majority of respondents were willing to spend "however long it takes" in class for the training they needed and a majority preferred to spend under 10 hours per week in class.
- The most popular time-of-day preference to attend class was evening.
- Almost half of those surveyed indicated they needed training for upgrading on their job.
- One-third made suggestions for courses they would like to see offered.
- Over two-fifths were interested in receiving career counseling.
- Well over one-third expressed an interest in owning/operating their own business and a large majority of those expressing interest would like the help of the college in that endeavor.
- A substantial majority indicated a need for assistance in one or more basic academic skills.
- Thirty percent of the respondents said they would enroll in a course offering career training for non-traditional occupations.

PROFILE OF RESPONDENTS

- Of the 2,666 persons taking the survey, 62.9% were female and 35.2% were male (1.9% did not state their sex).
- The majority of respondents from Cerritos College were under age 25 while most of the respondents from the four adult schools including CETA, the two ROP's, and the community-at-large were between the ages of 25-39.
- The majority of respondents were white.
- Nearly half of those persons stating their family size indicated they were from households containing one to three persons.
- Of those who stated their family income range, 46.8% indicated over \$12,500 per year while 10.2% indicated family income range under \$5,000 per year.
- Of the respondents indicating both size of family and income range, 17.8% were economically disadvantaged.
- Of the total participants, 6.3% indicated they were handicapped.
- Thirteen percent of the survey participants are veterans
- Nearly half of the respondents were employed full time with 29.7% unemployed.
- More than three-fourth completed high school, 12.5% finished a two-year college, 8.8% graduated from a four-year college, and 14.1% had specialized training or held some kind of license.

SUMMARY OF RECOMMENDATIONS

Page

OPEN ENTRY/OPEN EXIT SELF-PACED CLASSES

In an effort to continue to meet community expectations and desires, as expressed by well over a majority in the Occupational Needs Assessment Survey, the Occupational Needs Assessment Advisory Committee recommends that all public post-secondary deliverers in the Cerritos College District, especially Cerritos College itself, implement and expand open entry/open exit self-paced job preparation courses. 16

ON-THE-JOB TRAINING PROGRAMS

Based on the high interest shown in on-the-job training programs as a result of the survey, the Occupational Needs Assessment Advisory Committee recommends that deliverers of post secondary education actively prepare a comprehensive package for a cooperative education program with industry whereby further actual on-the-job training experience may be obtained consecutively by students 19

SHORTER PROGRAMS

In order to make community college and other vocational programs more viable in meeting employment needs, and based on the high interest in short courses shown by individuals surveyed, the Occupational Needs Assessment Advisory Committee recommends that public deliverers of post-secondary education, especially the community college, break away from the traditional course/program patterns and consider shorter programs to allow students to enter the labor force in the shortest time possible. 21

EXPERIENTIAL EDUCATION

Realizing that most adults will have acquired a large amount of education through experience, and based on the high interest in experiential education shown by the survey results, the Occupational Needs Assessment Advisory Committee recommends that Cerritos College actively consider a method of awarding college credit for significant learning or experience equal to college-level course work but gained elsewhere. 23

SATELLITE LOCATIONS

Based on the high interest shown in courses offered at a location closer to the persons' homes, the Occupational Needs Assessment Advisory Committee recommends that the public deliverers of post secondary education continue to seek satellite locations in the communities they serve, with particular emphasis on store-front locations in shopping centers and malls in which to conduct classes. 24

SUMMARY OF RECOMMENDATIONS (Continued)

Page

INDEPENDENT/DIRECTED/HOME STUDIES

Based on community interest shown in independent study at home with structured meetings with the instructor to check progress, the Occupational Needs Assessment Advisory Committee recommends that the delivery system of Independent/Directed/Home Study Courses and Programs be further explored to supplement and complement the current educational delivery systems. 25

COMPUTERIZED LEARNING

Based on the growing interest shown in computerized learning and computer-assisted instruction, the Occupational Needs Assessment Advisory Committee recommends that the College and other public deliverers of post-secondary education explore the possibilities of self-paced, individualized courses utilizing the computer 26

CENTRAL INFORMATION CENTER

The Occupational Needs Assessment Advisory Committee recommends that a central information center be provided to refer callers to all appropriate local education agencies offering those classes sought; and that a public information or public relations program be implemented utilizing all available media to close the communication gap between the public and the deliverers of education 46

CAREER COUNSELING

Because more than two-fifths of those taking the survey said they would be interested in receiving career counseling, the Occupational Needs Assessment Advisory Committee recommends stronger promotional techniques and more public outreach information to make the community more aware that career counseling does exist and is available to them at the various deliverers. 46

SELF EMPLOYMENT OPPORTUNITIES

Based on the amount of interest shown by respondents to the Survey, the Occupational Needs Assessment Advisory Committee recommends that Cerritos College expand the current self employment curriculum designed to provide information to help students select their own business as well as providing them with management training and technical skills needed so that their business would be successful. 47

NON TRADITIONAL OCCUPATIONS

The Occupational Needs Assessment Advisory Committee recommends short intensive courses involving non traditional career opportunities including specific job information as well as practical skills application. 49

I. INTRODUCTION

Cerritos College was awarded a non-matching grant under the Provisions of the Vocational Education Act, PL 94-482, Title II, Part A, Subpart 3, for the Assessment of Occupational Education Systems/Programs in the Cerritos Community College District. The project focused on evaluating the current delivery systems for occupational education in the Community College District and the need for new and expanded and updated methods of vocational training.

Currently, eight public deliverers provide post secondary occupational education in the district. They are as follows:

1. Cerritos College
2. ABC Adult School
3. Bellflower Adult School
4. Downey Adult School
5. Norwalk-La Mirada Adult School
6. Los Angeles County Regional Occupational Program (ROP)
7. Southeast Los Angeles County Regional Occupational Program (ROP)
8. Comprehensive Employment Training Act (CETA) Programs

There are approximately 140 different programs including over 4,000 classes as identified by the Cerritos Regional Adult and Vocational Education Council (RAVE Council) program/course inventory.¹

Currently, there are four delivery systems providing occupational education to the districts served. They are as follows:

1. All deliverers listed above offer programs and special courses in regular day offerings.
2. All deliverers listed above offer programs and special courses in broad extended day programs.
3. All deliverers offer programs and special courses in satellite locations throughout their parent district away from the main campus.
4. Cerritos College offers televised classes.

During each semester, instruction is provided in the Cerritos Community

¹ Cerritos RAVE Council, "Program/Course Inventory District Program Data," January 24, 1979, pp. 1-102.

College District to an average of 70,000 students. The District serves a population of more than 400,000 in eight communities. Yet the deliverers enroll only about 17% of the population at any given semester.²

It is apparent from discussion with community members, advisory committee members and others--such as heads of households, housewives (re-entry women), businesspersons, workers, and business/industry representatives that a need exists for an update of course offerings in vocational education. Today's jobs may require modification of present curriculum. Training for tomorrow's economy may require changes in the length of the training programs.³

This Occupational Needs Assessment Survey investigated the need for new, additional, and/or expanded methods of vocational training opportunities to provide a link between the classroom and the work-a-day world. In addition, the project solicited comments from the community (including students) relative to the amount of time they wished to spend in preparation for jobs.

The survey included all segments of the community, including identified ethnic groups, all age groupings, handicapped and disadvantaged persons, and with special emphasis on eliminating sex stereotyping as it relates to career preparation.

It is important to note at this point that, as a result of the Educational Amendments of 1976, the State is cast in the role of vocational education master planner, with each community college district providing input toward that plan--such as job skill needs, planned goals targeted toward achieving state job skill needs, and a description of the program/course offerings designed to achieve these goals.⁴

²Kathleen H. McDannel, "Assessment of Occupational Education Systems/Programs in the Cerritos College District," Sub-part 3 Application, July 13, 1978, p. 3.

³Ibid, p. 3.

⁴Dorothy Dale, "Needs Assessment for Vocational Programs," (Southern Illinois University: Vocational, Occupational Career Education Studies), Spring, 1979.

The Cerritos Community College District, of course, has such a plan for vocational education. In addition, the Cerritos RAVE Council has prepared a "Short Term Plan for the Improvement of Vocational and Adult Continuing Education," which, among other things, includes statistical data regarding manpower needs, projected program development, and enrollments by vocational courses/programs for all deliverers of public post secondary education in the Region.⁵ The reader is referred to these documents as a supplement to this needs assessment, as those areas are not specifically addressed in this project.

II. GOALS OF THE PROJECT

Specific goals of the project were as follows:

1. To improve the total occupational delivery system in the Cerritos Community College District.
2. To survey community interest within service areas of the district and to validate the interest in new and expanded vocational programs by adding unique opportunities for personalized timetables in completion of courses/programs.
3. To gather data for upgrading and reclassifying training for job skills, and to determine areas which should be covered in the occupational courses.
4. To provide a central location for dissemination of course/program information.
5. To list new and expanded delivery systems for occupational education as identified by the needs assessment of the community.

III. WHO WAS TO BE SURVEYED?

The first question to be answered regarding the Occupational Needs Assessment Survey was, "Who was to be surveyed?" Project staff considered surveying the entire community through a complicated system using a stratified

⁵Betsy Stewart, Short Term Plan for the Improvement of Vocational and Adult Continuing Education, (Cerritos RAVE Council, June, 1978).

random sampling of geographic areas based on zip codes and streets, and employing telephone techniques and/or mail questionnaire.⁶

Since, however, the questionnaire method was considered specialized for the vocational education area, project staff chose a system whereby students currently enrolled in vocational education courses, as well as members of the community-at-large would be survey participants. Students are, of course, members of the community also. Table 7 on Page 50 provides a breakdown by community of the survey respondents. These figures are in direct proportion to 1978 population estimates of City Halls as compiled by the Cerritos Community College District.⁷

A. STUDENTS

Over 2,400 students enrolled in vocational education courses in December, 1978, in all the public post secondary institutions in the Cerritos Community College District participated in the Occupational Needs Assessment Survey.

These public deliverers of post secondary education participating included:

1. Cerritos College
2. ABC Adult School
3. Bellflower Adult School
4. Downey Adult School
5. Norwalk-La Mirada Adult School
6. Los Angeles County Regional Occupational Program (ROP)
7. Southeast Los Angeles County Regional Occupational Program (ROP)
8. Comprehensive Employment Training Act (CETA) Programs*

Survey forms were sent to 120 vocationally oriented classes (see Appendix A).

*CETA students participating in the survey responded through their classroom training programs at the Bilingual Clerical Training Center which is operated by the ABC Adult School. Therefore, responses from CETA participants are included with responses from the adult school population grouping.

⁶ Jeanette Guthart, Community Needs Assessment for San Jose Community College District, June, 1978, pp. 5-6.

⁷ Cerritos College, 78-79 Faculty Handbook, 1978, p. 4.

The appropriate adult school, ROP, and CETA administrators, along with the project assistant, selected the vocational classes to be surveyed. In the case of the college, the appropriate division chairperson and the office of instruction selected the classes to be surveyed. Criteria used in the selection included both day and night school entry-level vocational classes located both on campus and off campus of the respective deliverers. In the case of the ROP classes, only those classes containing a majority of adults (as compared to those containing a majority of high school students) were surveyed.

Results were received from 117 classes--a return rate of 98% of classes.

B. COMMUNITY-AT-LARGE

The survey was again administered in February, 1979, to members of the Community-At-Large during a three-day presentation at the Los Cerritos shopping center in Cerritos, California, in conjunction with "College Days" at the mall. Over 250 survey forms were actually filled out and returned in the mall by a purely random selection of "shoppers".

C. TOTAL RESULTS

A total of 2,666 survey forms were completed, upon which the results of the Occupational Needs Assessment are based.

Survey respondents were keypunched into the following "population groupings":

TABLE I. POPULATION GROUPING RESPONSES		
	Number	Percent
Cerritos College	1,386	52.0%
Adult Schools (including CETA)	896	33.6%
Regional Occupational Programs	126	4.7%
Community-At-Large	258	9.7%
	2,666	100.0%

IV. PROCEDURE

A. SURVEY FORMAT

The survey instrument or questionnaire was 8½" by 14" long with a great deal of "white space" so that it would be easy to read and would flow well (see Appendix B). After much input, it was decided that the most relevant questions would be asked first--those regarding new and expanded methods of vocational training, followed by personal choices for time-tables.

Responses were kept simple, with boxes in which to check a response.

The survey instrument was designed so as to necessitate only five minutes to complete.

Optional questions (those regarding ethnic background, family size, income, handicapped status, etc.) were on the reverse side and were clearly pointed out as being optional.

All questions were closed questions to facilitate keypunching, except for two open-ended questions which were processed by hand.

In order to ascertain if there were any major differences in the responses between the various population groupings surveyed, the survey forms were color coded as follows:

Green	= Community-At-Large
Blue	= Cerritos College
Yellow	= Adult Schools including CETA
Pink	= Regional Occupational Programs

The survey form for the Community-At-Large contained the same questions as the others. However, in addition, it contained a message to participants from the Dean of Vocational Education explaining the purpose of the survey and instructions how to fold it and return it by postage-free mail.

B. INPUT AND APPROVAL PROCESS

1. ADVISORY COMMITTEE

Members of the Cerritos Regional Adult and Vocational Education Council (Cerritos RAVE Council) Advisory Committee provided input for the survey instrument as well as developing recommendations, and will hereafter be referred to as the Occupational Needs Assessment Advisory Committee. Advisory Committee members included representatives from California State University, Long Beach; two Regional Occupational Program/Centers; Employment Development Department; handicapped; disadvantaged; teachers; business and industry; labor; minority groups; and students.

2. CERRITOS RAVE COUNCIL

In addition, members of the Cerritos RAVE Council provided input to the questionnaire, approved the final survey instrument, and concurred with the final recommendations. Members on this Council include representatives from each of the four adult schools, four representatives from Cerritos College, one from the Office of the Los Angeles County Superintendent of Schools, one from CETA, and one from the private post secondary schools.

3. OTHER ADMINISTRATORS

In addition, input for the questionnaire was received and incorporated from the vocational division chairpersons at Cerritos College, division coordinators, and members of the Administrative Council, Cerritos College.

C. FIELD TESTED

The preliminary survey instrument was field-tested on a group of students in a vocational needs assessment class at California State University, Long Beach, and revised accordingly.

D. ADMINISTRATION OF SURVEY INSTRUMENT

1. IN CLASS

Working with administrators in each individual deliverer of education, the project assistant designed letters to instructors according to the specifications of the individual administrators (see Appendix C for a sample letter). Instructors were told the purpose of the survey, asked to administer the survey in their classes during the week of December 4-8, 1978, and given instructions how to return the completed forms.

Postage-paid envelopes were provided for off-campus instructors.

As indicated before, cooperation by the teachers and administrators was considered excellent as evidenced by the 98% return rate by classes.

2. IN THE COMMUNITY

In addition, the Community-At-Large was surveyed during the first weekend in February. A booth in the Los Cerritos Shopping Center was set up with posters explaining the purpose of the survey. A bilingual aide was available to assist Spanish-speaking participants. As an added incentive for filling out the form, a free plastic lamination of a wallet-sized card was offered by referring completors to the Cerritos College Plastics Department display booth nearby.

The booth at the Mall helped accomplish two objectives or goals of the project:

1. To survey the Community-At-Large
2. To provide a central location for dissemination of course/program information (See Page 34).

The return rate at the mall was considered excellent by project personnel. The return rate by mail from those survey forms picked up at the Mall was very poor, as it is historically with mail questionnaires.

E. DATA REDUCTION

The Cerritos College Computing Center provided keypunch operators and computer programming support for the data reduction utilizing the SPSS (Statistical Package for the Social Sciences) Program. Two open-ended response questions required manual processing by the project assistant.

V. ANALYSIS OF DATA

Responses were analyzed according to a number of different factors or variables. It was hypothesized that these factors might be related to differential opinions about methods of vocational training. For example, male students may have expressed different concerns than female students; those from one particular ethnic background may have emphasized methods different from another ethnic background; a student in an adult school might respond differently than one from the college; and so on. The factors used in the data analysis included the following:

- (1) Male / Female
- (2) Age Range: Under 25 / 25 - 39 / 40 - 64 / 65+
- (3) Ethnic Background:
 - American Indian or Alaskan Native
 - Caucasian (White)
 - Negro, Black, Afro-American
 - Spanish-surname, Mexican American, Chicano
 - Asian or Pacific Islander
 - Filipino
- (4) Handicapped Status
- (5) Employment: 30 or more hours per week / 1 - 29 hours / Not employed
- (6) Population Grouping: Cerritos College / Adult School / Regional Occupational Programs / Community-At-Large
- (7) Residency: Artesia / Bellflower / Cerritos / Downey / Hawaiian Gardens / La Mirada / Lakewood / Norwalk / Other

The above factors did not on the whole illuminate any major differences between the respondents classified into these factors, except where noted below. The overriding finding was the similarity of opinions expressed in the Occupational Needs Assessment Survey when examined across factors. The complete data analysis is available for review in the Office of Instruction. Only summaries of the results are presented in this report.

A. METHODS OF VOCATIONAL TRAINING

Methods 1-9 on the survey instrument were the heart of the project. This was a listing of some--but by no means all--new and expanded methods (in educational terms, "delivery systems") of vocational training in which survey participants might be interested. Respondents were allowed to check more than one method in which they were interested.

The methods are listed below in rank order; for example, the method or delivery system receiving the highest number of responses is listed first with the method receiving the least responses listed last:

1. OPEN ENTRY/OPEN EXIT SELF-PACED COURSES

a. Response

A large majority (63.9%) indicated they would be interested in "a course at school in which I can enroll or withdraw at any time of the year, work at my own pace in day or evening class, and receive credit when course requirements are completed (Method #1)."

This method or delivery system of vocational training is more commonly referred to as open entry/open exit self-paced instruction and will be referred to as such in the remainder of this report.

Examined across the seven factors or by the variables as previously stated, this type of method was checked consistently by more respondents with the following exceptions: those whose ethnic

background was Black or Asian/Pacific Islander, the handicapped, the unemployed, and residents of Hawaiian Gardens and Bellflower. Those elements responded more to the on-the-job training method of vocational training.

Also, it is significant to note that when examined across the factor of population grouping, participants from Cerritos College and the Community-At-Large responded from 10 to 25 percentage points more to open entry/open exit than on-the-job training, while just the opposite was true for participants from the Adult Schools and the two ROP's.

b. Current Situation

Cerritos College has conducted open entry/open exit classes in office occupations. Currently, the College main campus has no open entry/open exit courses in any of its vocational classes. The College's handicapped program at Rancho Los Amigos Hospital is open entry/open exit.

The four adult schools have open entry/open exit in most of their vocational courses, differing in degree, of course, with the individual adult school. Students are allowed to enroll any week day of the year and study at their own rate or level of learning under the guidance of aides and instructors.

Three of the four adult schools employ this method or delivery system of vocational training extensively in their office occupation center, office skills center, or business individualized learning center. The centers are open almost every hour of the day, with two adult schools having evening hours also. High school elective credit is given. Certificates of achievement are also issued.

Likewise, most courses offered by the Regional Occupational Programs are on an open entry/open exit, self-paced basis. High School

elective credit is given. Certificates of Achievement are also issued, as well as skill cards indicating areas of completion.

c. Discussion and Recommendation

On a state-wide basis there is a growing number of program offerings in open entry/exit capacity. However, regulations do not favor open entry/open exit in community college vocational programs. For example, attendance accounting requirements prevent students from starting at any point in the term.

In a recent paper entitled "Serving Business Employment Needs in the Community College" prepared by six occupational education deans and directors in the Southern California area for CCAOE*, the authors write, "Working through the improvement of the existing system and not materially changing the "missions" of the California Community Colleges, the following scenario for the community college student of the 1980's might be projected:...All learning will be self-paced and individualized so that the learner can move in and out of the training cycle based on their needs and motivations. The teacher will become a facilitator of learning."⁸

In an effort to continue to meet community expectations and desires, as expressed by well over a majority in the Occupational Needs Assessment Survey, the Occupational Needs Assessment Advisory Committee recommends that all public post secondary deliverers in the Cerritos College District, especially Cerritos College itself, implement and expand open entry/open exit self-paced job preparation courses.

*California Community College Administrators of Occupational Education

⁸ Donald F. Averill, Richard E. Whiteman, et al., "Serving Business Employment Needs in the Community College," December, 1978, p. 3.

3. ON-THE-JOB TRAINING

a. Response

Also, a majority (58.4%) expressed interest in "on-the-job training programs where I can learn a new occupation (Method #9)." Overall, this method or delivery system of vocational training consistently received the second highest number of responses with the notable exceptions mentioned previously.

b. Current Situation

Currently, one major component of CETA (Comprehensive Employment Training Act), Title I, is on-the-job training in a work location designed to enable a participant to gain or enhance a skill. CETA pays part of the participant's wage while the employer agrees to employ the participant upon successful completion of the training program.

Also, the Regional Occupational Programs (ROP's) have several classes in which the students enrolled receive classroom training as well as actual "on-the-job training" although it is called community extension training. Students are not compensated while on the job.

Cerritos College and the Adult Schools do not offer actual on-the-job training. The College does have an extensive cooperative work experience program in the following subject courses: Business Education, Health Occupations, Recreation, Administration of Justice, and Technology. Students may earn up to 4 units of college credit each semester, to a total of 16 units, for cooperative work experience education courses. For the most part, however, students are working when they enroll in cooperative work experience.

In addition, the college has an Ironworkers Apprenticeship Program, but the students are already employees receiving pay for on-the-job

training and attending evening classes at the apprenticeship site.⁹

c. Discussion and Recommendation

With the new CETA Title VII regulations, the thrust has been to shift away from Public Service Employment (PSE) to the private industry sector with the law providing for the establishment of PIC's or Private Industry Councils. Hence, there will be an even greater movement toward actual on-the-job training.

The other deliverers of education, however, do not rely as heavily upon on-the-job training. Again, the authors of the paper mentioned previously, point out:

"Currently, program development is based on student and teacher desire to learn more often than on industry need. While there is a desire on the part of industry for involvement, such cooperation has not been fully utilized. Industry in many cases is as much at fault as the educational institutions....

"Students gain motivation for learning through employment while training. There are various cooperative education patterns which could be utilized by industry and education to improve the transition between training and employment if regulations were reviewed and changed to accommodate such experiences."¹⁰

Current legislation entitled "California Work-Site Training and Education Act of 1979" seeks to utilize employers for on-the-job training as well as local educational agencies for shortened classroom training.

⁹ Diane Reynolds, "Apprenticeship: Basic Facts," (California Network on Sex Equity in Vocational Education Newsletter, February-March, 1979), p. 1.

¹⁰ Averill, Whiteman, et al.; op. cit., p. 8.

Although there are tax incentives to industry to provide a linkage between training and industry, businesses tend to shy away from such incentives because "the amount of paperwork involved burns up the incentive offered."¹¹ This sentiment was echoed by nearly every business representative at the recent second annual Los Angeles County Occupational Crossover Conference.

Based on the high interest shown in on-the-job training programs as a result of the survey, the Occupational Needs Assessment Advisory Committee recommends that deliverers of post secondary education actively explore and prepare a comprehensive package for a cooperative education program with industry whereby further actual on-the-job training experience may be obtained consecutively by students.

3. SHORT COURSES

a. Response

Almost half (45.8%) said they would be interested in a "short course in which I could enroll for intensified training (Method #3)."

The word "short" was not defined. See Table 2., page 28 for a breakdown of how much time participants were willing to spend in class for the training they needed.

b. Current Situation

Currently, Cerritos College offers only three vocational classes less than 9 weeks in length. Two are 6-week classes and neither offers credit. The great majority of classes are one semester or 18 weeks.

Half of the adult schools operate on an 18-week semester basis while the other half is on a quarter (or trimester) basis--either 12 or 14 weeks. None, with the exception of the summer program and

¹¹ Arthur Dansby, President, Bi-Plex Corporation, as quoted from a presentation on "Follow-Up," Second Annual Los Angeles County Occupational Crossover Conference, CETA/Voc Ed, March 22, 1979.

one intensified 7-week grocery checking class meeting daily, offers vocational training courses less than a quarter or semester in length. Because many of the adult school vocational courses are open entry/open exit self-paced courses, however, the "shortness" or "longness" of the course depends upon the individual person. The ROP's offer courses on a semester (18-week) basis. Many of their certification courses are shorter in length, however, such as 6 weeks, 13 weeks, and, in one instance, 8 hours. Again, being open entry/open exit self-paced-type courses, the length of training depends upon the individual.

c. Discussion and Recommendation

Flexibility in program development seems to be hampered because of decisions to continue operation in the traditional classroom and semester models. This affects start up, sometimes forcing more training than required for employment, and often stifles change. The traditional timetable for higher education is not appropriate for everyone, and the questionnaire respondents emphasized the need for change from traditional timelines for educational programs/courses.

In a summary of conference highlights following the Occupational Crossover Conference, the number one concern running through the conference, according to the presentor, was that "industry makes a six-month projection of needs, but schools take two years to train."¹²

Businesspersons and educators are well aware there is always a lag between what business needs and how fast education can provide trained persons. However, successful completion of vocational competencies does not always require a traditional semester/quarter or even a traditional two-year program.

¹² Russell Tibbetts, Program Supervisor, State Department of Education, "Conference Summary," Occupational Crossover Conference, March 22, 1979.

In order to make community college and other vocational programs more viable in meeting employment needs and based on the high interest shown by individuals surveyed for short courses, the Occupational Needs Assessment Advisory Committee recommends that public deliverers of post secondary education, especially the community college, break away from the traditional course/program patterns and consider shorter programs to allow students to enter the labor force in the shortest time possible.

4. CREDIT FOR WHAT I ALREADY KNOW

a. Response

Likewise, almost half (45.4%) said they would be interested in "a course where I could receive credit for what I already know through work experience or standardized testing or licensure (Method #8)."

This is commonly referred to as "experiential learning" or "experiential education."

In a cross tabulation, 17.1% of those expressing an interest in this method of receiving credit indicated in a related question that they did indeed have specialized training or held some kind of license.

b. Current Situation

None of the public deliverers of education in the survey area give credit for what a person already knows through work experience, standardized testing, or licensure.

About a half-dozen community colleges in the Southern California area and over 300 community colleges nationwide currently award credit for competencies already acquired elsewhere. Nationally, colleges participate in the program under the auspices of the Council for the Advancement of Experiential Learning (CAEL).¹³

Although called a variety of names nationally, the program at one Orange County College is called Assessment of Prior Learning.

¹³ Anne Junak, "Colleges Give Credit For Experience," (Orange County Register: December 28, 1978), page unknown.

An assessment team reviews a student's portfolio including letters of verification from employers, lists of such things as books read and in-service courses taken, and a full written explanation of knowledge and examples of work. The team then makes a determination of how many units of credit should be granted. The validated units may be used toward an AA degree at the college or, by arrangement, for future transfer toward a bachelor's degree at a four-year institution accepting such transfer. In addition, units may be obtained for learning gained through special outside interests, community service, and mastery of hobbies which the person never actually worked at professionally.

c. Discussion and Recommendation

Existing deliverers of education need to articulate competency levels for employment and allow students credit for competencies which have been achieved. People should be given credit for what they know, not for how they learned it. This major effort alone could reduce significantly the time needed to get students into the labor pool.

As one prominent educator said, "If attendance at a college is the only road to college credentials, those who can not, or have not, availed themselves of this route, but have acquired knowledge and skills through other sources, will be denied the recognition to which they are entitled. Neither the State nor the Nation can afford such waste, nor should they tolerate such inequity. The costs of traditionalism are too high."¹⁴

¹⁴ Ewald B. Nyquist, President, State University of New York and Commissioner of Education, as quoted in Guide to Alternative Colleges and Universities, (Boston: Beacon Press, 1974), p. 99.

Realizing that most adults will have acquired a large amount of education through experience and based on the high interest in experiential education shown by the survey results, the Occupational Needs Assessment Advisory Committee recommends that Cerritos College actively consider a method of awarding college credit for significant learning or experience equal to college-level course work but gained elsewhere.

5. LOCATION CLOSER TO HOME

a. Response

Ranking fifth in order of the number of responses was Method #4 to which almost two-fifths (38.1%) expressed interest in "a course offered at a location closer to my home, away from the main campus, such as in local high schools, business sites, shopping centers, malls, community centers, etc."

This method, examined by the seven factors previously stated, consistently fell into the order of fifth except for the following notable exceptions: those in the age grouping from 40-64 and those in the age group 65 and over showed more interest in a location closer to home as did Filipinos, who all "ranked" this method third. On the other hand, those of Asian or Pacific Islander background ranked this method much lower in their responses (seventh).

b. Current Situation

Currently, this method or delivery system is being extensively utilized; and results of the Occupational Needs Assessment Survey serve to reinforce the importance and popularity of this method of vocational education.

Currently, Cerritos College offers over 200 classes/sections at 22 satellite locations throughout the district in an effort to take courses to students closer to their place of business or residency. Most of the sites are in area schools, both public and private, some are in public buildings such as libraries or community centers, with

others in private businesses or industries. The college does not offer classes in shopping center or malls--the so called "store front" classrooms.

Likewise, each adult school has classes not only at its parent center or campus but throughout its community school district as well, utilizing local schools, parks, and community centers. None offer actual classes in shopping centers or malls.

The ROP's have classes located not only at their local office center, but in the local high schools and community sites, also.

c. Recommendation

Based on the high interest shown in courses offered at a location closer to the persons homes, the Occupational Needs Assessment Advisory Committee recommends that the public deliverers of post-secondary education continue to seek satellite locations in the communities they serve, with particular emphasis on store-front locations in shopping centers and malls in which to conduct classes.

6. INDEPENDENT/DIRECTED/HOME STUDIES

a. Response

Almost two-thirds (31.1%) expressed an interest in "a course where I can do the work independently at home and meet with the instructor periodically to check my progress (Method #7)."

b. Current Situation

Currently, Cerritos College offers 25 vocational classes/sections entitled "Directed Studies".¹⁵ Students interested in pursuing independent projects on an individual basis for one or two units may contact a faculty member to determine if he/she is available to sponsor a directed studies project.¹⁶

¹⁵Cerritos College, "Class Master, Spring, 1979" Dated March 1, 1979.

¹⁶"Cerritos College Class Schedule," Spring, 1979, p. 5.

c. Discussion and Recommendation

Independent study or home study is not a new delivery system. Most home study courses have been marketed for many years, but mostly by private profit making enterprises. New program terms, such as external degrees, unique colleges, experimental credit, colleges and universities without walls, life-long learning, and others support the concept and growing popularity of independent study or home study.

Based on community interest shown in independent study at home with structured meetings with the instructor to check progress, the Occupational Needs Assessment Advisory Committee recommends that the delivery system of Independent/Directed/Home Study Courses and Programs be further explored to supplement and complement the current educational delivery systems.

Such a program would provide college credits toward the AA degree and certificate programs and further provide independent home study courses for upgrading and reclassification of job skills, which are not currently being offered.

7. TELEVISION COURSES

a. Response

Nearly one-fourth (23.8%) of the total surveyed expressed an interest in "a course I can watch on television at home with one or two trips to the school for examinations (Method #6)."

b. Current Situation

Currently, Cerritos College offers six "Credit by Television" courses, two of which could be considered vocational. None of the other public deliverers of post secondary education in the district offer courses by television.

c. Recommendation

None suggested.

8. COMPUTER COURSES

a. Response

Of the respondents, 22.3% expressed an interest in "a course taught through the use of a computer where I can learn at my own pace, including testing and grading (Method #5)."

This method fell into eighth in the number of responses received with one notable exception: Asian or Pacific Islanders expressed much higher interest in this method or delivery system, being fifth instead of eighth in popularity among those of that ethnic background.

b. Current Situation

Although the deliverers of education, especially the college, use computer terminals as an aid in the learning process, especially in vocational areas such as Data Processing, no vocational courses rely exclusively or almost exclusively on computer-assisted instruction where the student learns at his/her own pace, including testing and grading.

c. Discussion and Recommendation

According to Dr. Alfred Bork, a pioneer in the computer teaching field and professor of physics and computer science at the University of California, Irvine, "By the year 2000, computers are going to be the most widely used teaching mode in the country--all the way from kindergarten to adult education."¹⁷

It is not surprising to project that the use of computer-assisted instruction will be growing. For example, this past Christmas season, the sale of computerized toys and games were the hottest selling items in the industry.

¹⁷ Stephen Chao, "Hundreds of College Students Are Taught Solely by Computers," National Enquirer, September, 1978, page unknown.

Based on the growing interest shown in computerized learning and computer-assisted instruction, the Occupational Needs Assessment Advisory Committee recommends that the College and other public deliverers of post secondary education explore the possibilities of self-paced, individualized courses utilizing the computer.

9. WEEKEND COURSES

a. Response

One-fifth (19.9%) of the total surveyed expressed interest in "a course offered only on weekends (for example, Friday evening and Saturday, or Saturday only) (Method #2)." Of the nine suggested methods or delivery systems, this was checked by the fewest number of survey participants. It did, however, enjoy more popularity among the Filipinos as an ethnic group and members of the Community-At-Large as a population grouping--both of whom "ranked" it sixth instead of last in their number of responses.

b. Current Situation

Currently, Cerritos College lists 51 weekend college classes in its spring schedule, with 40 of these classified as vocational courses.

The four adult schools' spring inventories list only 13 Saturday classes which are vocational and the ROP's list three Saturday classes.

c. Recommendation

None suggested.

B. LENGTH OF TIME IN CLASS (Q11)

Respondents were asked to check only one of eight choices as to how much time they were willing to spend in class for the training they needed.

A majority (50.1%) of those surveyed indicated they were willing to

spend "however long it takes." The next largest response was for one semester.

Table 2. provides a further breakdown by order of response:

TABLE 2. TIME WILLING TO SPEND IN CLASS FOR TRAINING NEEDED		
Response Order	Time	Percent Response
1	However long it takes	50.1%
2	One semester (18 weeks)	17.5%
3	One year	11.2%
4	One quarter (9 weeks)	8.0%
5	Two years	5.7%
6	Minimum of 3 weeks up to 8 weeks	4.8%
7	Longer than two years	1.8%
8	None of the above	0.8%

C. HOURS PER WEEK IN CLASS (Q12)

Asked to check one of three choices, a majority (55.7%) of the total surveyed indicated they were willing to spend under 10 hours per week in class.

TABLE 3. HOURS PER WEEK WILLING TO SPEND IN CLASS		
Response Order	Hours Per Week	Percent Response
1	Under 10 hours	55.7%
2	11 to 20 hours	33.5%
3	Over 20 hours	10.8%

D. TIME OF DAY PREFERRED (Q13)

Respondents were asked to check one of seven choices as to which time of the weekday is better for them to attend class. Almost two-fifths of the respondents checked evening as the best time.

TABLE 4.
TIME OF WEEKDAY BETTER TO ATTEND CLASS

Response Order	Time of Weekday	Percent Response
1	Evening	39.2%
2	Morning	24.4%
3	Morning/Afternoon	16.4%
4	Afternoon/Evening	7.0%
5	All Day	4.4%
6	Morning/Evening	4.4%
7	Afternoon	4.3%

E. UPGRADING ON JOB (Q15)

Based on the total surveyed, 44.9% or 1,197 survey respondents indicated they needed one or more classes in which to complete training for upgrading on their jobs. These areas, broken down by occupational or vocational programs and miscellaneous, are listed in Table 5. It was interesting to note, when examined across factors or variables, that half (50.4%) of the respondents from the Community-At-Large population grouping (those who were not surveyed in a classroom situation such as the other population groupings) indicated they needed training for upgrading on their jobs.

Most respondents needed classes in the Business and Office area (especially accounting/bookkeeping), Management and Supervision, Electronics, Health Services (especially vocational and registered nursing), Trades and Industrials (especially auto mechanics and welding), and in math.

TABLE 5. TRAINING NEEDED FOR UPGRADING ON JOB

	TOTAL	CERRITOS COLLEGE	ADULT SCHOOLS	ROPs	COMMUNITY- AT-LARGE
<u>AGRICULTURE</u>					
Food Processing Technology	2	2			
<u>BUSINESS AND OFFICE</u>					
Accounting/Bookkeeping	156	87	56	2	11
Advertising	1	1			
Banking/Bank Teller	16	7		7	2
Business Administration	19	17			2
Business (General)	65	44	19		2
Business Law	12	8	3		1
Business Machines/Office Machines	31	3	27	1	
Business Speech/Public Speaking (see COMMUNICATIONS)					
Cashiering/Grocery Checking	12	2	9		1
Clerk-Typist/Typing	86	29	53	3	1
Court Reporting/Stenotypy	14		14		
Data Processing	42	24	16	1	1
Data Processing Operator	2	2			
Data Processing Programmer/Analyst	5	2			3
Escrow	1				1
Finance	5	4			1
Insurance	2	2			
Key Punch Operator	8	2	6		
Labor Relations Studies	2	1		1	
Legal Office/Paralegalism	7	4	1		2
Medical Office Assistant	6	1	5		
Medical Terminology	11	3	6	1	1
Medical Transcription	8		7	1	
Office Practice/Occupations/Procedures	20	3	17		
PBX Operator	7	1	6		
Personnel Law	4	4			
Purchasing	7	3	1		3
Real Estate	19	18	1		
Real Estate Broker's Exam Preparation	5	5			
Real Estate Seminars	1	1			
Retailing	3	3			
Sales and Merchandising/Marketing	12	11			1
Secretarial-Legal	4	3	1		
Secretarial-Medical	1	1			
Secretarial Studies (Shorthand)	73	42	25	4	2
Shorthand (other than Gregg) ABC, Alphabetical	3	3			
Speedwriting	3	3			
Stenoscrypt	4		4		
Small Business Operator (see MANAGEMENT)					
Tax Studies	4	2	1		1
Transportation and Distribution (Dispatching)	2	1			1

TABLE 5. TRAINING NEEDED FOR UPGRADING ON JOB (Continued)

	TOTAL	CERRITOS COLLEGE	ADULT SCHOOLS	ROPS	COMMUNITY- AT-LARGE
<u>COMMUNICATIONS AND FINE ARTS</u>					
Art-General	2		2		
Audio-Visual Communications	2			1	1
Book Repair	1		1		
Calligraphy	1		1		
Communications Technology	4	2		1	1
Drama	1				1
Graphic Arts/Design/Communication	9	1	6		2
Photo Offset	4	1	2		1
Photography	1	1			
Printing	3		2		1
Printing Technology-Offset	1		1		
Speech/Business Speech/Public Speaking	2	1	1		
Theatre Arts	2	1			1
Theatre Arts-Acting/Directing	2	1			1
<u>CRIMINAL JUSTICE</u>					
Administration of Justice	2	1			1
Law Enforcement	2			1	1
Probation Officer	1	1			
Private Security	1			1	
Supervision	1			1	
<u>ELECTRICAL-ELECTRONICS</u>					
Circuit Technician	1		1		
Computer Maintenance	2		1		1
Electrical Power Distribution	6	6			
Electricity	1		1		
Electronics	35	25	7		3
Electronics--Radio/TV Servicing	2		2		
<u>ENGINEERING TECHNOLOGY</u>					
Architectural Technology	6	6			
Drafting	12	9	2		1
Drafting-Tool Design	5	2			3
Drafting-Tool and Die	1	1			
Engineering-Mechanical	1		1		
Engineering Technology-Civil and Surveying	2	1	1		
<u>ENVIRONMENTAL AND NATURAL RESOURCES</u>					
Water Utility Science	1	1			
<u>HEALTH SERVICES</u>					
Activity Leader	2			2	
Anatomy	2	1			1
Community Health Worker	1				1
CPR	2	1	1		

TABLE 5. TRAINING NEEDED FOR UPGRADING ON JOB (Continued)

	TOTAL	CERRITOS COLLEGE	ADULT SCHOOLS	ROPs	COMMUNITY- AT-LARGE
<u>HEALTH SERVICES (continued)</u>					
Dental Assisting	4	2		1	1
Dental Hygiene	5	5			
Dental Technology	2			2	
EKG Specialist	2	2			
Emergency Medical Technician	1	1			
Hemodialysis	1				1
Intensive Care Unit	2	1			1
Medical Assisting	8	8			
Medical Records Technician	2	1			1
Medical X-Ray Technician/Radiology	2	2			
Nurses Aide/Assistant	6		5		1
Nursing-Continuing Education	5	3		1	1
Nursing-IV Therapy	6	5		1	
Nursing-Pediatric	1		1		
Nursing-RN	22	11	6		5
Nursing-Scrub-Circulator	1	1			
Nursing-Vocational	23	1	22		
Orthopedic Assistant	1		1		
Pharmacy Assistant/Technician	2	1	1		
Physical Therapy Assistant	2			1	1
Pre-Med	1		1		
Prosthetics and Orthotics	16	16			
Psychiatric Technician	1			1	
Psychology for Nurses	2	2			
Rehabilitation Therapy	1				1
<u>HOME ECONOMICS AND FOOD SERVICES</u>					
Cook	1	1			
Fashion Arts/Design/Coordination	3		1		2
Fashion Careers-Advertising	1			1	
Interior Design	1				1
<u>MANAGEMENT AND SUPERVISION</u>					
Accounting Management	1	1			
Administrative Assistant	2	1	1		
Business Management	40	37		1	2
Civil Service Supervision	1				1
Construction Management/Contracts	2	2			
Finance Management	2	2			
Industrial Supervision Management	3	3			
Management	67	51	6	1	9
Management-Safety	1	1			
Management-Small Business	15	9	6		
Management-Time/Money/Space	2		1		1

TABLE 5. TRAINING NEEDED FOR UPGRADING ON JOB (Continued)

	TOTAL	CERRITOS COLLEGE	ADULT SCHOOLS	ROPs	COMMUNITY- AT-LARGE
<u>MANAGEMENT (Continued)</u>					
Quality Control Management	3	3			
Real Estate Supervisor	1	1			
Supermarket Management/Operation	4	3	1		
Supervision/Supervisory Management	21	17	3		1
<u>SCIENCE AND LABORATORY OCCUPATIONS</u>					
Biological Technician	1	1			
Chemical Lab Technology	1	1			
Marine Technician	1	1			
Microbiology	2	1			1
Zoology	1	1			
<u>SERVICE OCCUPATIONS</u>					
Aeronautics Commercial Pilot	1	1			
Airline Passenger Service	2	2			
Barbering	1	1			
Bus Driver	1				1
Child Development	1	1			
Cosmetology	11	4	4		3
Cosmetology Teacher Training	1		1		
Counseling Techniques	2		1		1
Early Childhood Education	37	33	2		2
Fire Science	2				2
Handicapped Service Technology	3	1	1		1
Human Relations/Sociology	6	5			1
Instructional Aide	3	2		1	
Instruction Aide-Impaired Hearing	3	1			2
Library Sciences	2	1	1		
Lifeguard	1				1
Manicuring	2		2		
Personnel Associate	1	1			
Public Relations	4	3	1		
Social Service Aide/Welfare Technician	4	1	1	2	
Special Education Aide	3	1		2	
Teacher Aide/Assistant	2		2		
Travel Agency Technician	4	2	1	1	
<u>TRADES AND INDUSTRIES</u>					
Air Conditioning and Refrigeration	4	2	2		
Appliance Repair	1		1		
Auto Body Rebuilding/Refinishing	2	2			
Auto Mechanic	19	8	6		5
Carpentry/Woodworking/Carving	4	2	1		1
Concrete Technique/Masonry	1	1			
Construction	1	1			
Diesel Mechanic/Technology	2	1	1		

TABLE 5. TRAINING NEEDED FOR UPGRADING ON JOB (Continued)

	TOTAL	CERRITOS COLLEGE	ADULT SCHOOLS	ROPs	COMMUNITY- AT-LARGE
<u>TRADES AND INDUSTRIES (Continued)</u>					
Furniture Manufacturing	1	1			
Gemology	1				1
Heavy Equipment Mechanic/Operator	3	1	2		
Hydraulics	1	1			
Industrial Laundry	1	1			
Industrial Technology	6	6			
Instrument and Calibration Technology	1	1			
Ironworking	1				1
Lathe Operator	1	1			
Locksmithing	4		4		
Machine Shop	11	11			
Machine Tool Technology/Operator	1	1			
Machinist	3	3			
Manufacturing Technician	1	1			
Metal Finish Technology/Metallurgy	13	12			1
Metal Working	1	1			
Numerical Control Technician/Operator/Programmer	14	14			
Occupational Safety and Health	2	2			
Plastic Technology	1	1			
Plumbing	1	1			
Printing	1	1			
Sewing-Power/Industrial	5			5	
Sheet Metal	1		1		
Small Engine Repair	3	1	1		
Steam Operation	1	1			
Structural Steel Layout and Fitting	4	2	1		1
Tool and Die	1		1		
Upholstery	2		2		
Welding	21	19			2
<u>MISCELLANEOUS</u>					
Art	2				2
Crafts	2		1		1
English	26	4	17		5
ESL	1	1			
History	1				1
Math	48	29	13		6
Music	1	1			
Physics	1	1			
Psychology	1		1		
Spanish	14	2	5	1	6
Self Improvement/Grooming/Charm	10		10		
Spelling	5		3	2	

F. SUGGESTIONS FOR COURSES (Q16)

One-third of the persons surveyed (32.8% or 875 persons) made suggestions for courses they would like to see offered. In many cases, the suggestions for courses desired were the same as courses needed for upgrading. Table 6. on the following pages lists those suggestions for courses respondents would like to see offered. It is important to note the population groupings from which the respondents come when analyzing the suggestions.

As with any open-ended questions such as Questions 15 and 16 in the survey, the responses must always be codified into types of answers. Therefore, the course titles used in both Tables 5 and 6 were, for the most part, "type-casted" from a standardized matrix of occupational programs for Los Angeles and Orange County Community Colleges. The matrix, prepared by the Cerritos College Office of Instruction, is based upon information supplied by the offices of the deans and directors of vocational and occupational education in the respective counties.

Many respondents asked for non traditional courses such as "auto mechanics for females," "small business operation for women," etc. In order to avoid sex bias in this report, these suggestions are included in the general suggestions in Table 6 with the reminder that all classes are open to men and women alike.

The courses which respondents would like to see offered are mostly in the following areas: Business and Office (especially accounting, banking, data processing, key punch, real estate, secretarial, word processing, and speed-writing), Communications (especially photography); Electrical (especially electronics); Health Services (especially EKG specialist, medical x-ray technician/radiology, nursing IV therapy, and nursing-continuing education), Management (including small business management), Trades and Industrials (especially auto mechanics, carpentry and woodworking, and auto customizing); and Miscellaneous (especially English, Spanish, arts and crafts, job search techniques, and self improvement/grooming/charm).

TABLE 6. SUGGESTIONS FOR COURSES TO BE OFFERED

	TOTAL	CERRITOS COLLEGE	ADULT SCHOOLS	ROPs	COMMUNITY- AT-LARGE
<u>AGRICULTURE</u>					
Animal Husbandry	1	1			
Farming	1	1			
Food Engineering	1	1			
Food Processing Technology	1	1			
Forestry	1	1			
Gardening	1	1			
Horticulture-General	1		1		
Landscape Construction/Design/Maintenance	1	1			
Veterinary Technology	2	1	1		
<u>BUSINESS AND OFFICE</u>					
Accounting/Bookkeeping	21	8	9	1	3
Advertising	3	1	2		
Banking	20	10	8		2
Business Administration	2	1	1		
Business (General)	7	4	2	1	
Business Law	1	1			
Business Speech (see COMMUNICATIONS)					
Cashiering/Grocery Checking	2	1		1	
Certified Professional Secretary	1	1			
Clerk-Typist/Typing	5		5		
Cost Analysis	1	1			
Court Reporting/Stenotypy	1		1		
Credit Lending	1	1			
Data Processing	21	2	15	3	1
Data Processing Operator	2	2			
Data Processing Programmer	3	2			1
Escrow	3		1	1	1
Finance	4	3			1
Insurance	5	4	1		
Investments	2	2			
Key Punch Operator	10	1	9		
Labor Relations/Affirmative Action	4	2		2	
Legal Office/Paralegalism	6	2	2		2
Machine Transcription	2	1	1		
Medical Office Assistant	2		2		
Medical Terminology	5		4		1
Medical Transcription	2	2			
Merchandising-Display	1		1		
Office Practice/Occupations/Procedures	7	4	3		
PBX Operator	5	2	3		
Personnel Law	3	3			
Purchasing	4	1			3

TABLE 6. SUGGESTIONS FOR COURSES TO BE OFFERED (Continued)

	TOTAL	CERRITOS COLLEGE	ADULT SCHOOLS	ROPs	COMMUNITY- AT-LARGE
<u>BUSINESS AND OFFICE (Continued)</u>					
Quality Control	1	1			
Real Estate	19	9	7	1	2
Real Estate Broker Exam Preparation	4	3	1		
Real Estate Math	1	1			
Receptionist	1		1		
Retailing	2	1	1		
Sales and Merchandising/Marketing	2	1	1		
Secretarial Studies (Shorthand)	14	4	9	1	
Self-Improvement/Grooming/Charm (see MISCELLANEOUS)					
Shorthand (other than Gregg)	2	2			
Stenoscrypt	1		1		
Speedwriting	12	3	9		
Small Business Operator (see MANAGEMENT)					
Tax Studies	6	4	1		1
Transportation and Distribution	2			1	1
Word Processing	16	1	15		
<u>COMMUNICATIONS AND FINE ARTS</u>					
Art-Design-Window	1		1		
Art-General	6		6		
Art-Sculpture	3	2	1		
Broadcasting Technology	2		2		
Calligraphy	3	2	1		
Cartography (Map Making)	1		1		
Cinematography	1		1		
Communications Technology	2	1	1		
Drama	2	1	1		
Film Animation	1	1			
Graphic Design/Communications	5	1	4		
Magazine Writing/Creative Writing	3		2		1
Manual Communication (see SERVICE)					
Music-General	1		1		
Photography	12	5	6	1	
Photo Lab Technician	1		1		
Photo Offset	2	1	1		
Printing	4	2	2		
Printing-Letterpress	1		1		
Printing-Offset	2	2			
Speech	2	2			
Speech/Business/Public Speaking	1	1			
Theatre Arts	1		1		
Theatre Arts--Make-up Artist	1	1			

TABLE 6. SUGGESTIONS FOR COURSES TO BE OFFERED (Continued)

	TOTAL	CERRITOS COLLEGE	ADULT SCHOOLS	ROPs	COMMUNITY- AT-LARGE
<u>CRIMINAL JUSTICE</u>					
Administration of Justice	2				2
Law Enforcement	4	1		1	2
Probation Officer	1	1			
<u>ELECTRICAL-ELECTRONICS</u>					
Calculators--how to use	3	3			
Circuit Technician	1		1		
Computer Science Technology	1		1		
Electrical Contracting	1	1			
Electrical Power Distribution	4	4			
Electricity	1		1		
Electronics	10	4	5		1
Electronics-Bio-Medical	1				1
Electronics Computer Technician	4	2			2
Electronic Design	1		1		
Electronics-Industrial	4	2	1		1
Electronics-Radio/TV Servicing	4		3		1
Integrated Circuits	1	1			
Laser Technology	1				1
Microprocessors	2	2			
Wiring-home	1	1			
<u>ENGINEERING TECHNOLOGY</u>					
Architectural Technology	4	4			
Drafting	2		1		1
Drafting Design/Piping Industry	2	2			
Engineering-Aerospace	3	1	1		1
Engineering-Bio-Medical	1	1			
Engineering-Chemical	1	1			
Engineering-Civil and Surveying	2	1	1		
Engineering-Mechanical	3		1		2
Engineering-Nuclear	1	1			
Engineering-Safety	1	1			
Engineering-Sound	1	1			
Engineering-Structural	2	1			1
Engineering-Tool Design	2	1			1
<u>ENVIRONMENTAL AND NATURAL RESOURCES</u>					
Environmental Technology/Studies/Science	3	2	1		
Solar Energy	1	1			
Water Systems Technology	1	1			
Water Utility Science	1	1			

TABLE 6. SUGGESTIONS FOR COURSES TO BE OFFERED (Continued)

	TOTAL	CERRITOS COLLEGE	ADULT SCHOOLS	ROPs	COMMUNITY- AT-LARGE
<u>HEALTH SERVICES</u>					
Anatomy	1			1	
Dental Assisting	4			2	2
Dental Hygiene	1			1	
Dental Technology	2			2	
Drug Abuse	1				1
EKG Specialist	20	19			1
Emergency Department Assistant	1		1		
Gerontology (Death and Aging)	3	2			1
Hemodialysis	1				1
Holistic Health	1		1		
Home Manager/In-Home Services	1		1		
Intensive Care Unit	1	1			
Ladder System from LVN to RN	3	3			
Massage	1	1			
Medical Assisting	3	3			
Medical Communication	1	1			
Mental Health Worker	1	1			
Medical Lab Technician	8	8			
Medical Office Assistant	2			2	
Medical Records Technician	2			2	
Medical Technician (License Preparation)	1		1		
Medical X-Ray Technician/Radiology	21	20	1		
Nurses Aide/Assistant	2		2		
Nursing--Assertiveness Training	1	1			
Nursing--Continuing Education	10	1	8	1	
Nursing--Intensive Care	2				2
Nursing--IV Therapy	11	11			
Nursing--RN	9		5	1	3
Nursing--Scrub, Circulator	2	2			
Nursing--Vocational	3	1	1	1	
Operating Room Technician	8	8			
Orthodontics	2	1		1	
Paramedics	2		1	1	
Parapsychology for Nurses	1		1		
Pharmacy Assistant/Technician/Pharmacology	4	3	1		
Physical Therapy Assistant	3	1		2	
Pre-Dentistry	1	1			
Pre-Medical	5	2	3		
Prosthetics and Orthotics	3	3			
Prosthetics and Orthotics-Spinal	1	1			
Psychology for Nurses	4	4			
Rehabilitation	2		1	1	
Respiratory Therapy	3	2		1	
Surgical Technician	1			1	
Ward Clerk	1			1	

TABLE 6. SUGGESTIONS FOR COURSES TO BE OFFERED (Continued)

	TOTAL	CERRITOS COLLEGE	ADULT SCHOOLS	ROPs	COMMUNITY- AT-LARGE
<u>HOME ECONOMICS AND FOOD SERVICES</u>					
Chef Training	1			1	
Chinese Cooking	2		1	1	
Dietary Technician	4	3	1		
Drapery Making	1		1		
Fashion Careers-Advertising	1			1	
Fashion Design and Merchandising	5	1	3		1
Fashion Modeling	5	3	2		
Food and Nutrition	3		3		
Gourmet Cooking	1				1
Home Economics	1		1		
Homemaking/Homemaker	1		1		
Hospital Food Services	1		1		
Interior Design	1				1
Nutrition	3		3		
Parenting	1		1		
Tailoring	1				1
Wild/Edible Plants (cooking of)	1	1			
Window Design	1	1			
<u>MANAGEMENT AND SUPERVISION</u>					
Administrative Assistant	1	1			
Banking Management	2		2		
Business Management	5	3			2
Construction Management/Contracts	3	3			
Cosmetologist Salon Management	4	4			
Finance Management	4	4			
Food Services Management	1	1			
Graphic Arts Management	1		1		
Hotel/Restaurant Management	1	1			
Industrial Supervision Management	1	1			
Management	24	11	10		3
Management-Automotive	1	1			
Management-Manpower	1	1			
Management of Time/Space Utilization	3	2	1		
Management-Safety	1	1			
Management-Small Business	11	4	5		2
Motion Picture Production Management	1		1		
Nursery School Administration	1	1			
Nursing Supervision	1	1			
Quality Control Management	3	2	1		
Restaurant Management	1	1			
RV Campground Management	1		1		
Supermarket Management/Operation	1	1			
Supervision/Supervisory Management	1	1			
Transportation and Traffic Management	1	1			
Warehouse Management	2		2		

TABLE 6. SUGGESTIONS FOR COURSES TO BE OFFERED (Continued)

	TOTAL	CERRITOS COLLEGE	ADULT SCHOOLS	ROPs	COMMUNITY- AT-LARGE
<u>SCIENCE AND LABORATORY OCCUPATIONS</u>					
Marine Biology	1	1			
Oceanography	1	1			
<u>SERVICE OCCUPATIONS</u>					
Aeronautics Commercial Pilot	3	3			
Affirmative Action	1	1			
Airline Passenger Service	1			1	
Aviation	1	1			
Bartendering	1		1		
Cosmetology	4		2		2
Facials--make up application	5	3	2		
Skin Specialist	1	1			
Cosmetology Teacher Training	1		1		
Counseling Technician/Aide	3		2		1
Early Childhood Education	4	4			
Fire Science	2				2
Handicapped Service Technology	1	1			
Sign Language and Interpretation	2	1	1		
Human Relations/Sociology/Behavioral Science	5	4			1
Human Services	1			1	
Industrial Relations	1			1	
Infant/Toddler Care	1		1		
Instructional Aide	1	1			
Instructional Aide-Impaired Hearing	1	1			
Library Sciences	2	1	1		
Lifeguard	1				1
Manicuring	2	2			
Maintenance/Custodial Technician	2		2		
Personnel Relations	1				1
Piano Repair/Tuning	1				1
Pilot-Private	1				1
Political Science Aide	1	1			
Public Housing Technology	2	1	1		
Public Relations	3	2	1		
Social Service	3		2	1	
Special Education Aide	3	2		1	
Travel Agent Technician	3	3			
<u>TRADES AND INDUSTRIES</u>					
Aeronautics	1	1			
Air Conditioning/Refrigeration	2	2			
Aircraft/Aviation Maintenance	3	3			
Appliance Repair	6	2	3		1
Auto Body	2		2		
Auto Customizing/Upholstery/Restoration	9	5	2	1	1

TABLE 6. SUGGESTIONS FOR COURSES TO BE OFFERED (Continued)

	TOTAL	CERRITOS COLLEGE	ADULT SCHOOLS	ROPS	COMMUNITY- AT-LARGE
<u>TRADES AND INDUSTRIES (Continued)</u>					
Auto Mechanic	33	7	20	1	5
Automotive Technician-Import	1	1			
Aviation	2	2			
Carpentry/Woodworking	20	6	14		
Concrete Technique/Masonry	3	2	1		
Construction	7	5	2		
Construction-Contracting	1	1			
Construction-Estimating	1	1			
Construction-Inspection	1	1			
Crafts-Vocational	1	1			
Diesel Mechanic/Technology	2	1	1		
Furniture Manufacturing	3	2			1
Gunsmithing	1		1		
Heavy Equipment Mechanic/Operator	2	2			
Hydraulics	2	2			
Industrial Laundry	1	1			
Instrument and Calibration Technician	5	4			1
Jewelry Design/Gemology	4	2	2		
Kinesiology	2	2			
Lathe Operator	1		1		
Locksmithing	6	5	1		
Machine Shop/Machinist	6	5	1		
Maintenance	4	4			
Metal Finishing Technology/Metallurgy	4	1	2		1
Metal Working	1	1			
Microwave Oven Repair	1		1		
Motorcycle Repair and Safety	1	1			
Numerical Control Machine Operator/Technician	2	2			
Occupational Safety and Health	3	2	1		
Plastic Technology	2		2		
Plastic Vacuum Forming	1	1			
Plumbing	1	1			
Printing	1	1			
Silversmithing	2				2
Sheet Metal	1		1		
Small Engine Repair	1	1			
Small Machine Repair	1	1			
Steam Operation	1	1			
Tool and Die	2		2		
Welding	5	1	2		1
<u>MISCELLANEOUS</u>					
Assertiveness Training	2	1		1	
Biofeedback Training	1				1

TABLE 6. SUGGESTIONS FOR COURSES TO BE OFFERED (Continued)

	TOTAL	CERRITOS COLLEGE	ADULT SCHOOLS	ROPs	COMMUNITY- AT-LARGE
<u>MISCELLANEOUS (Continued)</u>					
Civil Service Exam Preparation	2	1	1		
Consumer Awareness	1	1			
English	32	3	26	2	1
English-As-A-Second Language	7	2	4		1
First Aid	1		1		
Foreign Languages					
French	1	1			
Italian	2	1	1		
Portuguese	1		1		
Spanish	10	4	5		1
Spanish (for nurses)	2	2			
Health (Non Vocational)					
Beauty Care/Cosmetics Use	1	1			
Yoga	3	1	1	1	
History					
Asian	1				1
Black	1		1		
California	1		1		
Russian	1	1			
World	1		1		
Home Economics and Art (Non Vocational)					
Arts and Crafts (General)	15	1	3	2	9
Ceramics	1			1	
China Painting	2		1		1
Cooking	1				1
Knitting	2	1	1		
Lace Making	1		1		
Lamp Making	1			1	
Leathercraft	2	1	1		
Needlework	2	1			1
Painting	2	1	1		
Quilting	3	1	1		1
Sewing	3	1	1		1
Spinning/Weaving	1	1			
Stained Glass	4	1	1	1	1
Statuary	2	1	1		
Unique Arts and Crafts	3		3		
Home Repair	1				1
Human Sexuality	1	1			
Job Search/Preparation Techniques/Planning	12	5	7		
Lapidary	1				1
Math	11		11		
Magic	1	1			
Mail Order Selling	1	1			
Military Science	1				1

TABLE 6. SUGGESTIONS FOR COURSES TO BE OFFERED (Continued)

	TOTAL	CERRITOS COLLEGE	ADULT SCHOOLS	ROPs	COMMUNITY AT-LARGE
<u>MISCELLANEOUS (Continued)</u>					
Music					
Fiddle/Banjo	1		1		
Harmonica	1	1			
Singing Lessons	1		1		
Psychic Phenomena	1				1
Physical Education					
Gymnastics	3	2	1		
Hockey	3	1	1	1	
Racquetball	2	1	1		
Sports (Evening)	2	2			
Weight Training	1	1			
Physiology	1	1			
Psychology	7	1	1	2	3
Recreation					
Backpacking	2	1	1		
Belly Dancing	2		2		
Boating/Sailing	4	3	1		
Coaches Training	1			1	
Disco Dance	2		2		
Mountain Climbing	2	2			
Scuba Diving	1		1		
Snow Skiing	1		1		
Soaring	1				1
Surfing	1		1		
Self Defense (for Women)	3		2		1
Self Hypnosis	3	1	1		1
Self Improvement/Grooming/Charm	18	2	16		
Speedreading	4		4		
Study Skills	3	1	1		1
Supernatural	1	1			
Theology/Religion/Bible Teachings	6	5	1		

1. KEY FINDINGS

It is important to note at this point that Table 5. (listing what respondents needed in the way of training for upgrading on their jobs) and Table 6. (listing suggestions for courses respondents would like to see offered) cover nearly all classes that are already offered somewhere in the district. The problem would seem to be lack of public communication or availability of information. For example, at the Los Cerritos Mall in February, when the Occupational Needs Assessment survey was administered to the Community-At-Large, the project staff displayed posters offering class referrals. Approximately two-hundred inquiries were made regarding classes not only at the college but at the adult schools, ROP's, CETA, and private schools as well.

Such a deluge of questions such as "Where can I find _____." or "I'm interested in _____ but don't know where to look for it," indicate a crying need for the public to know what is offered and where.

At one point, the Cerritos RAVE Council provided a central office telephone number to give free telephone referral service whereby adult members of the community could call and receive course information data. In the past, the RAVE Council has referred hundreds of callers to various local education agencies. With the passage of Proposition 13 and discontinuance of funding for RAVE Councils, this service is no longer able to be provided.

Nevertheless, a serious communication gap still exists between what is available at the schools and what the public is looking for.

One of the specific goals of this Occupational Needs Assessment Project, "To provide a central location for dissemination of course/program information," was accomplished for one weekend, at least.

2. RECOMMENDATION

The Occupational Needs Assessment Advisory Committee recommends that a central information center be provided to refer callers to all appropriate local education agencies offering those classes sought; and that a public information or public relations program be implemented utilizing all available media to close the communication gap between the public and the deliverers of education.

G. CAREER COUNSELING (Q29)

Of all those taking the survey, 43.9% said they would be interested in receiving career counseling. This would seem to indicate that a great many persons are undecided about their career choices.

Recommendation

Because more than two-fifths of those taking the survey said they would be interested in receiving career counseling, the Occupational Needs Assessment Advisory Committee recommends stronger promotional techniques and more public outreach information to make the community more aware that career counseling does exist and is available to them at the various deliverers.

H. SELF-EMPLOYMENT OPPORTUNITIES

Well over one-third (1,037 or 38.9%) of the total 2,666 persons participating in the survey said they would be interested in owning/operating their own business (Item #30).

Of those expressing interest in owning/operating their own business, 67.8% would like Cerritos College to provide them with information to help them select their own business (Item #31).

In addition, an overwhelming 79.4% of those expressing interest in owning/operating their own business would be interested in Cerritos College providing them with management training as well as technical skills needed so that their business would be successful (Item #32).

Because the college, especially, has an interest in providing this type of program, respondents were analyzed according to the following six factors:

1. SEX

More males than females (57 to 43 percent) expressed interest in owning/operating their own business.

2. AGE

Under 25 years old	41.4%
25-39 years old	36.6%
40-64 years old	14.6%
65 and over	.7%
Not Stated	6.7%
	<u>100.0%</u>

3. ETHNIC BACKGROUND

Caucasian (White)	60.9%
Spanish-surname, Mexican American	14.1%
Negro, Black, Afro-American	4.4%
Asian or Pacific Islander	4.2%
American Indian or Alaskan Native	2.5%
Filipino	2.2%
Not Stated	11.7%
	<u>100.0%</u>

4. HANDICAPPED

Of those interested in owning/operating their own business, 7 percent indicated they are handicapped.

5. EMPLOYMENT STATUS

Of those expressing an interest in owning/operating their own business, a majority or 53.5% are employed full time:

Employed 30 or more hours per week	53.5%
Employed 1 to 29 hours per week	19.9%
Not employed	23.8%
Not Stated	2.8%
	<u>100.0%</u>

6. POPULATION GROUPING

Cerritos College	47.0% of College respondents
Adult Schools (including CETA)	29.3% of Adult School respondents
Regional Occupational Programs	27.4% of ROP respondents
Community-At-Large	33.6% of total Community-At-Large

Recommendation

Based on the amount of interest shown by respondents to the Survey, the Occupational Needs Assessment Advisory Committee recommends that Cerritos College expand the current self employment curriculum designed to provide information to help students select their own business as well as providing them with management training and technical skills needed so their business would be successful.

I. NON-TRADITIONAL OCCUPATIONS (Q10)

In an effort to further promote the elimination of sex stereotyping, sex bias, and sex discrimination in vocational education, a question was inserted on the survey to measure interest in non-traditional occupations.

Respondents were asked to check if they would enroll in "a course which offers training for non-traditional occupations (for example, auto mechanics for females, secretarial training for males, etc.)"

Of those checking this item, 782 persons out of 2,666 or 29.3% said they would enroll in a non-traditional course. Of those saying they would enroll in a non-traditional course, 75.7% were females and 24.3% were males.

Another way of expressing the response to this item on the survey would be that of the total persons taking the survey, 592 females or 35.3% of all the females taking the survey (1,677) and 190 males or 20.3% of all the males taking the survey (938) would enroll in a course offering training for non-traditional occupations. (Note: 51 participants did not state their sex.)

The new vocational education law--Title II of the Education Amendments of 1976--mandates that educators take positive steps to overcome sex biases, sex discrimination, and sex stereotyping in all vocational education programs.

The College has made great strides in this area through its career center, its women's center, and its vocational education programs as well as other areas. Recent workshops dealing with sexual role equality have been presented on campus. Likewise, the Adult Schools and the Regional Occupational Programs are making concerted efforts to attract women and men to their non-traditional classes. 54

Recommendation

The Occupational Needs Assessment Advisory Committee recommends short intensive courses involving non traditional career opportunities including specific job information as well as practical skills application.

VI. PROFILE OF SURVEY RESPONDENTS

A. SEX (Q27)

Of those taking the survey, 62.9% were female and 35.2% were male (1.9% failed to state)..

B. RESIDENCY (Q14)

Cerritos College serves the communities of Artesia, Bellflower, Cerritos, Downey, Hawaiian Gardens, Lakewood, La Mirada, and Norwalk with a combined population of more than 400,000.

Looking at the overall survey picture, 73.4% of all the respondents lived in cities within the Cerritos Community College District, while 23.6% of the participants lived in cities outside the district (3.1% failed to state where they lived). This data may be useful to the public deliverers of education in providing satellite locations to certain "target" populations.

Table 7. below provides a further breakdown by city of survey participants:

TABLE 7. RESIDENCY OF SURVEY PARTICIPANTS						
RESIDENCY	TOTAL	POPULATION GROUPINGS				
		Community- At-Large	Adult Schools	ROP's	Cerritos College	
Cerritos Coll. Dist.	Artesia	2.9%	3.5%	3.5%	1.6%	2.4%
	Bellflower	11.3%	5.9%	10.9%	8.1%	12.9%
	Cerritos	12.9%	13.7%	11.4%	8.9%	14.1%
	Downey	14.5%	7.4%	10.4%	4.8%	19.3%
	Hawaiian Gardens	1.2%	0.8%	1.9%	1.6%	0.9%
	Lakewood	7.7%	10.5%	6.0%	10.5%	7.9%
	La Mirada	6.5%	1.6%	6.0%	5.6%	7.7%
	Norwalk	16.4%	12.9%	14.3%	27.4%	17.4%
TOTAL WITHIN DISTRICT		73.4%	56.3%	64.4%	68.5%	82.6%
Other-Out of Dist		23.6%	41.8%	32.4%	28.2%	14.2%
Failed to State		3.1%	2.0%	3.3%	3.2%	3.1%

C. AGE RANGE (Q33)

Approximately two-fifths (39.2%) of those stating their age range indicated they were under 25 years old. However, as shown in Table 8. below, when examined by population groupings, almost half the respondents from Cerritos College were under age 25 while most of the respondents from the four adult schools and CETA, the two ROP's, and the community-at-large were between the ages of 25 and 39.

TABLE 8. AGE RANGE OF SURVEY PARTICIPANTS					
AGE RANGE	OVER- ALL TOTAL	POPULATION GROUPINGS			
		Community- At-Large	Adult Schools	ROP's	Cerritos College
Under 25	39.2%	32.8%	27.6%	28.2%	48.8
25 - 39	35.5%	39.8%	36.9%	39.5%	33.5%
40 - 64	17.9%	19.9%	26.6%	25.8%	11.4%
65+	1.3%	2.3%	3.0%	0.0%	0.1%
Not Stated	6.0%	5.1%	6.0%	6.5%	6.2%

D. ETHNIC BACKGROUND (Q34)

Of those taking the survey, the majority (62.4%) were white.

TABLE 9. ETHNIC BACKGROUND OF SURVEY PARTICIPANTS					
ETHNIC BACKGROUND	OVER- ALL TOTAL	POPULATION GROUPINGS			
		Community- At-Large	Adult Schools	ROP's	Cerritos College
Caucasian (White)	62.4%	65.2%	59.8%	49.2%	64.7%
Spanish-surname/ Mexican American	15.2%	14.1%	16.4%	14.5%	14.7%
Asian/Pacific Islander	4.6%	3.5%	5.2%	7.3%	4.1%
Negro/Black	3.6%	3.1%	3.8%	7.3%	3.1%
Amer. Indian/Alaskan	2.6%	3.5%	2.9%	3.2%	2.1%
Filipino	1.9%	1.2%	1.8%	1.6%	2.1%
Not Stated	9.8%	9.4%	10.0%	16.9%	9.1%

E. FAMILY SIZE (Q35)

Nearly half (47.3%) of those persons stating their family size indicated they came from households containing one to three persons. These percentages did not vary significantly among population groupings as expressed below in Table 10.

TABLE 10. FAMILY SIZE OF SURVEY PARTICIPANTS					
FAMILY SIZE	OVER- ALL TOTAL	POPULATION GROUPINGS			
		Community- At Large	Adult Schools	ROP's	Cerritos College
1 to 3 persons	47.3%	56.6%	48.5%	46.8%	44.8%
4 to 6 persons	41.5%	33.2%	40.0%	41.1%	44.1%
7 to 10 persons	4.1%	2.3%	4.3%	3.2%	4.3%
Over 10 persons	0.9%	2.3%	1.1%	0.8%	0.5%
Not Stated	6.3%	5.5%	6.1%	8.1%	6.4%

F. FAMILY INCOME RANGE (Q36)

Of those who stated their family income range, 46.8% indicated over \$12,500 per year while 10.2% indicated their family income range was under \$5,000 per year, as indicated in Table 11. below:

TABLE 11. FAMILY INCOME RANGE OF SURVEY PARTICIPANTS					
INCOME RANGE	OVER- ALL TOTAL	POPULATION GROUPINGS			
		Community- At Large	Adult Schools	ROP's	Cerritos College
Under \$5,000	10.2%	7.0%	14.5%	20.2%	7.2%
\$5,000 - \$7,999	7.8%	6.3%	9.3%	12.1%	6.7%
\$8,000 - \$12,499	15.6%	15.6%	15.0%	13.7%	16.2%
Over \$12,500	46.8%	53.1%	37.7%	29.8%	52.9%
Not Stated	19.7%	18.0%	23.4%	24.2%	17.2%

G. ECONOMIC DISADVANTAGEMENT

In order to ascertain what percentage of the survey respondents could be classified as "economically disadvantaged", it was first necessary to determine what constitutes "economic disadvantage". The Department of Labor uses different poverty guidelines or standards in the administration of its CETA programs than the poverty guidelines established by the Department of Health, Education and Welfare. Therefore, the project staff and Advisory Committee devised a method using an average of income levels between the two national departments based upon the size of a non-farm family. For example, the poverty guideline from the Department of Labor for a non-farm family of 5 is \$6,810¹⁸ while that figure from the Department of Health, Education and Welfare is \$7,220,¹⁹ a difference of \$410. An average of the two figures is \$7,015.

For the Occupational Needs Assessment Survey, in order to get an accurate picture, only those persons answering both Question 35 (How many people are in your household?) and Question 36 (What is your family income range?) were tabulated.

Of the total taking the survey, 2,132 responded to both questions indicating size of family and income range. Of these, 379 survey respondents or 17.8% were economically disadvantaged. The number of persons in their household, compared to their family income range, indicated that they were at or below the poverty guideline based on an averaging of poverty guidelines as established by the Department of Labor and the Department of Health, Education and Welfare.

¹⁸"Poverty Guidelines for CETA, Title I," Effective April 18, 1977, Department of Labor, January, 1977.

¹⁹"Poverty Guidelines National Average," Department of Health, Education and Welfare, Federal Register, p. 14316, April 5, 1978.

H. EDUCATIONAL DISADVANTAGEMENT (Q37-41)

A substantial majority (1,519 or 56.9%) of the total surveyed indicated they needed assistance in one or more basic skills. Respondents were allowed to check all that applied to them, hence the totals below in Table 12. add up to more than 100%.

TABLE 12. <u>AREAS OF EDUCATIONAL DISADVANTAGEMENT</u>		
Response Order	Area in which help needed	Percent Response
1	Study Skills	44.3%
2	Verbal Expression	42.1%
3	Math	39.2%
4	Writing/Spelling	36.2%
5	Reading	24.1%

When examined across factors such as sex, age, ethnic background, employment status, etc., no major dissimilarities were noted except for the following: more respondents within the age grouping from 25 to 39 years old and those from the Adult Schools and the ROP population groupings said they needed assistance more in verbal expression with study skills assistance much lower percentage-wise.

I. HANDICAPPED STATUS (Q43)

Of the total participants taking the survey, 167 persons or 6.3% said they were handicapped. These participants responded as follows:

TABLE 13. <u>HANDICAPPED STATUS</u>		
	Number	Percent
Wheelchair or Orthopedically	40	1.5%
Hearing Impaired or Deaf	30	1.1%
Visually Impaired/Blind	34	1.3%
Other	63	2.4%

NOTE: If respondents marked "other", they were asked to specify. Some of these specifications included such answers as missing limbs, wear pacemaker, bad back, diabetic, heart condition, nervous condition, etc.

Because handicapped status was used as one of the seven factors or variable in analyzing the data, especially for the nine delivery systems for vocational education and other key questions, this raw data is available in the Office of Instruction for anyone who may wish to further utilize it.

J. VETERAN STATUS (Q42)

Of the total taking the survey, 13.0% indicated they were veterans.

K. EMPLOYMENT STATUS (Q28)

Of those indicating their employment status, 46.7% said they were employed full time or 30 hours or more per week.

TABLE 14.
EMPLOYMENT STATUS

	<u>Percent Response</u>
Full Time--30 or more hours per week	46.7%
Part Time--1 to 29 hours per week	20.3%
Not Employed	29.7%
Not Stated	3.4%

L. EDUCATIONAL LEVEL (Q23-26)

Respondents were asked to check all those areas from which they had graduated or received a certificate of completion. Since respondents could check more than one, such as High School and Cerritos College, the following percentages add up to more than 100%.

TABLE 15.
EDUCATIONAL LEVEL

	<u>Percent Response</u>
High School Graduate/Completion	77.8%
Two-Year College Graduate/Completion	12.5%
Four-Year College Graduate	8.8%
Specialized Training/Licensure	14.1%

NOTE: When asked to specify what kind of specialized training the respondent had or what licensure he/she held, the answers were almost as many as the 376 persons who gave them ranging from health field specialties to pilot, market checking training, lifeguard, WIN* program training, cosmetology, etc.

M. VOCATIONAL TRAINING (Q17-22)

Respondents were asked to check those areas where they were/are enrolled in a vocational training course during the past year. Because respondents could check all areas in which they received vocational training, the following percentages in Table 16. do not total 100%.

For example, a respondent could have been enrolled in one semester at Cerritos College and could have also attended an adult school vocational program during the past year.

One third (33.3%) of the survey participants were/are enrolled in a vocational training course during the past year at Cerritos College.

Others were enrolled as displayed in Table 16. below:

TABLE 16. <u>VOCATIONAL TRAINING</u>	
	<u>Percent Response</u>
Cerritos College	33.3%
Adult Schools	29.6%
Regional Occupational Programs	5.6%
Private Schools	5.6%
CETA	3.4%
Other	7.1%

NOTE: "Other" respondents were asked to specify. In most cases, the answer was "high school" indicating either concurrent enrollment while attending high school or a recent graduate.

*Work Incentive

It was interesting to note, when examined across the factor of population groupings, 55% of the College students, 76% of the Adult School students, and 52% of the ROP students consider themselves as now being enrolled or having been enrolled in a vocational training class. This would seem to indicate that the remaining students were enrolled in the courses for reasons other than vocational such as for personal enrichment, etc.

VII. SUMMARY

The results of the Occupational Needs Assessment Survey point out dramatically that students and the community are clearly interested in new and/or expanded or different methods or delivery systems to provide career or vocational training opportunities. The survey listed results of nine such methods.

Students and other community members overwhelmingly expressed interest in open entry/open exit self-paced courses. Other delivery systems receiving a majority or near majority of responses were on-the-job training programs, "short" courses in which to enroll for intensive training, and courses where students could receive credit for what they already know through work experience or standardized testing or licensure.

Other delivery systems eliciting significant responses, although not a majority, are courses offered at a location closer to the respondents' homes, independent/directed/home study courses, television courses, courses taught through the use of a computer including testing and grading, and weekend courses.

Although the majority were willing to spend "however long it takes" in class to complete the training they needed, most were only willing to spend under 10 hours a week in class. Evening was the most popular time of the weekday to attend class.

Nearly half of the survey respondents indicated they needed one or more classes in which to complete training for upgrading on their jobs and they made specific suggestions for the classes they needed. Another third of the survey participants made suggestions of courses they would like to see offered. In many instances, courses they "needed" for upgrading and courses

they "wanted" were the same. In nearly all cases, the classes needed or wanted were already offered somewhere in the district, pointing out a huge communication gap between what the educational agencies offer and what the public wants or needs.

Well over two-fifths said they would be interested in receiving career counseling. Over one-third said they would be interested in owning/operating their own business.

A substantial majority indicated a need for assistance in one or more basic academic skills.

Nearly 30% said they would enroll in a non traditional course.

Most of the survey respondents were females; 39% of the total respondents were under age 25, while 36% were between the ages of 25 and 39; and nearly three-quarters of the respondents lived in the Cerritos Community College district. The majority of respondents were white, nearly half came from households containing one to three persons, and nearly half indicated a family income range of over \$12,500 per year. Almost 18% of those responding to both family size and income range questions were economically disadvantaged, 6.3% were handicapped, 13% were veterans, nearly half were employed full time, and over three-fourths were high school graduates.

VIII. CONCLUSION

The project staff feels that all the project goals as stated on Page 7 of this report have been met. A summary of recommendations is listed on Pages 3 and 4. It is hoped that school board members, administrators, and faculty will consider carefully the recommendations presented in this project report and will continue to be responsive and responsible to the needs of the community and students which they serve.

IX. DISSEMINATION OF THIS REPORT

This report will be disseminated to all the public deliverers of post-secondary education in the Cerritos Community College District who were involved in the survey. The report will be available to all Community College Districts in the State of California. The current Occupational Needs Assessment can serve as a model for community college districts and their component adult schools, regional occupational programs/centers, and CETA programs to assess their vocational education needs.

This report will also be disseminated, as required, to the Program Improvement Office, College Services Unit, California Community Colleges as well as to the Research Coordinating Unit of the State Department of Education.

Summary results will be sent as a press release to area newspapers as well as to professional, educational, and business publications; local Chambers of Commerce; the local Employment Development Department; CETA agencies; organizations representing the handicapped; the Office of the Los Angeles County Superintendent of Schools; and other interested groups.

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APPENDICES

APPENDIX A
CLASSES SURVEYED

CLASSES SURVEYED	CERRITOS COLLEGE	ABC ADULT SCHOOL	BELLFLOWER ADULT SCHOOL	DOWNEY ADULT SCHOOL	NORWALK-LA MIRADA ADULT SCHOOL	SELACO ROP	LA COUNTY ROP	CETA
1. BUSINESS/OFFICE								
Accounting	16	1				1		
Banking						2		
Court Reporting				1				
Keypunch		1						
Managing, Marketing, Business	6							
Office Occupations	7	3	2	1	1			1
Real Estate & Insurance	8	1				1		
Retail Cashiering/Grocery Checking				1				
Secretarial Studies	5	1	1					
Teacher Aide			2			1		
Travel Agency		1				1		
2. HEALTH								
Activity Leader						1		
Dental Education	1							
Medical Assisting	1							
Medical Terminology/Trans- cription					2		1	
Nursing	1							
Nursing Assistant		1						
Nursing/Vocational	1			1				
Prosthetics and Orthotics	2							
3. HOME ECONOMICS								
Industrial Sewing						1		
Early Childhood Education	1							

APPENDIX A (Continued)

CLASSES SURVEYED

CLASSES SURVEYED	CERRITOS COLLEGE	ABC ADULT SCHOOL	BELLFLOWER ADULT SCHOOL	DOMNEY ADULT SCHOOL	NORWALK-LA MIRADA ADULT SCHOOL	SELACO ROP	LA COUNTY ROP	CETA
4. TECHNOLOGY								
Aeronautics	1							
Air Conditioning & Refrig.					1			
Architecture	1							
Auto Body	1							
Auto Mechanics/Maintenance				1	2			
Calligraphy		1						
Construction	1							
Cosmetology	1		1					
Electronics	1		1		1			
Electrical Power Distribution	1							
Food Processing Technology	1							
Graphics		1	1					
Industrial Production Tech.	1							
Locksmithing		1						
Machine Tool	2							
Metal Finishing	1							
Metallurgy	1							
Numerical Control	1							
Photography			1					
Plastics Manufacturing Tech.	1							
Protective Services						1		
Supervision (Industrial)	2							
Technical Math	2							
Upholstery				1				
Woodworking			1		1			
Welding	2							
TOTALS	70	12	10	6	8	9	1	1

Regional Adult and Vocational Education Council
Cerritos

CERRITOS COLLEGE

OCCUPATIONAL NEEDS ASSESSMENT SURVEY

HELP CERRITOS COMMUNITY COLLEGE DISTRICT PROVIDE BETTER CAREER TRAINING OPPORTUNITIES FOR YOU BY FILLING OUT THE FOLLOWING QUESTIONNAIRE. IT WILL ONLY TAKE A FEW MINUTES. PLEASE HELP!!

Listed below are some new and expanded methods of vocational training. Check those boxes with an X, i.e., X, in which you might be interested (you may check more than one):

- ☐ 1. A course at school in which I can enroll or withdraw at any time of the year, work at my own pace in day or evening class, and receive credit when course requirements are completed.
- ☐ 2. A course offered only on weekends (for example, Friday evening and Saturday, or Saturday only).
- ☐ 3. A "short" course in which I could enroll for intensive training.
- ☐ 4. A course offered at a location closer to my home, away from the main campus, such as in local high schools, business sites, shopping centers, malls, community centers, etc.
- ☐ 5. A course taught through the use of a computer where I can learn at my own pace, including testing and grading.
- ☐ 6. A course I can watch on television at home with one or two trips to the school for examination.
- ☐ 7. A course where I can do the work independently at home and meet with the instructor periodically to check my progress.
- ☐ 8. A course where I could receive credit for what I already know through work experience or standardized testing or licensure.
- ☐ 9. On-the-job training programs where I can learn a new occupation.
- ☐ 10. Check here if you would enroll in a course which offers training for non-traditional occupations (for example, auto mechanics for females, secretarial training for males, etc.)?
- ☐ 11. How much time are you willing to spend in class for the training you need? (Check only one)
 - ☐ A. Minimum of 3 weeks up to 8 weeks?
 - ☐ B. One quarter (9 weeks)?
 - ☐ C. One semester (18 weeks)?
 - ☐ D. One year?
 - ☐ E. Two years?
 - ☐ F. Longer than two years?
 - ☐ G. However long it takes?
 - ☐ H. None of the above?
- ☐ 12. How many hours per week are you willing to spend in class (Check only one)?
 - ☐ A. Under 10 hours
 - ☐ B. 11 to 20 hours
 - ☐ C. Over 20 hours

13. Check which time of the weekday is better for you to attend class? (Check only one)

- ☐ A. Morning ☐ D. Morning/Afternoon ☐ G. All Day
☐ B. Afternoon ☐ E. Morning/Evening
☐ C. Evening ☐ F. Afternoon/Evening

14. Where do you currently live?

- ☐ A. Artesia ☐ D. Downey ☐ G. La Mirada
☐ B. Bellflower ☐ E. Hawaiian Gardens ☐ H. Norwalk
☐ C. Cerritos ☐ F. Lakewood ☐ I. Other _____

(Specify)

15. For upgrading on my job, I need to complete training in _____

16. I would like to see courses offered in _____

17. Check those areas where you were/are enrolled in a vocational training course during the past year (you may check more than one):

- ☐ 17. Cerritos College
☐ 18. Adult school
☐ 19. Regional Occupational Program
☐ 20. CETA (Comprehensive Employment and Training Act)
☐ 21. Private School
☐ 22. Other _____

(Specify)

23. Check all those areas from which you have graduated or received a certificate of completion:

- ☐ 23. High School
☐ 24. Two-year College
☐ 25. Four-year College/University
☐ 26. Specialized Training or License _____

(Specify)

27. What is your sex? ☐ Male ☐ Female

28. Check only one of the boxes that applies to you:

- ☐ A. Employed 30 or more hours per week?
☐ B. Employed 1 to 29 hours per week?
☐ C. Not employed?

☐ 29. Check here if you are interested in receiving career counseling.

☐ 30. Check here if you would be interested in owning/operating your own business. (if you do not check this item, please turn the page over and continue the survey).

- 31. If you checked item 30, please mark here if you would like Cerritos College to provide you with information to help you select your own business?
- 32. If you checked item 30, mark here if you would be interested in Cerritos College providing you with management training as well as technical skills needed so that your business would be successful.

THE FOLLOWING ITEMS ARE OPTIONAL

Your answers will be used in compiling the final report and will enable the district to write projects and develop programs for students and eliminate unnecessary programs. Answers will be used for statistical purposes only.

33. What is your age range?

- A. Under 25
— B. 25-39
— C. 40-64
— D. 65+

34. What is your ethnic background? (Check only one)

- A. American Indian or Alaskan native
— B. Caucasian (White)
— C. Negro, Black, Afro-American
— D. Spanish-surname, Mexican American, Chicano
— E. Asian or Pacific Islander
— F. Filipino

35. How many people are in your household?

- A. 1 to 3 persons
— B. 4 to 6 persons
— C. 7 to 10 persons
— D. Over 10 persons

36. What is your family income range?

- A. Under \$5,000
— B. \$5,000 to \$7,999
— C. \$8,000 to \$12,499
— D. Over \$12,500

37. Do you need assistance in any of the following (Check all those that apply)?

- 37. Study Skills
— 38. Reading
— 39. Math
— 40. Writing/Spelling
— 41. Verbal Expression

42. Check here if you are a veteran. —

43. Health information: Please check any boxes that apply to you.

- ☐ 43. Wheelchair or Orthopedically Handicapped
- ☐ 44. Hearing Impaired or Deaf
- ☐ 45. Visually Impaired/Blind
- ☐ 46. Other _____
(specify)

THANK YOU FOR YOUR HELP!!!

To: Survey Participants:

The Cerritos Community College District, including four adult schools and two Regional Occupational Programs as well as the college, needs your assistance in assessing career and vocational training opportunities in the area. The time you take to fill out this survey will be time well spent.

The purpose of the survey is to help us investigate new and/or expanded or different methods to provide career or vocational training opportunities.

Your response will be of significant importance in determining efficient and successful educational services for the community.

Your suggestions for courses needed for up-grading on your job or other courses you would like to see offered in the district are also highly valued.

Our goal is to enhance your prospects in your chosen career or occupation.

This survey will only take a few minutes of your time. After you have completed it please re-fold the survey so the "Cerritos College" address shows on the outside and drop it in the mail. No postage stamp is necessary. Do not put your name on the form. Your response will be used in combination with those of others for statistical analysis.

Thank you very much for your help.

Sincerely,

Richard Whiteman
Dean of Vocational Education

APPENDIX C
SAMPLE LETTER

NORWALK-LA MIRADA ADULT SCHOOL

TO: Instructors of Selected Adult School Classes
FROM: Jack Elder, Assistant Director
DATE: November 21, 1978
SUBJECT: SURVEY OF OCCUPATIONAL NEEDS ASSESSMENT

The Cerritos College District is conducting an Occupational Needs Assessment Survey to investigate new, additional, and expanded methods to provide career training opportunities for students.

We ask your cooperation in administering the attached questionnaire to your students during the week of December 4-8, 1978. The questionnaire requires approximately 5 minutes to complete.

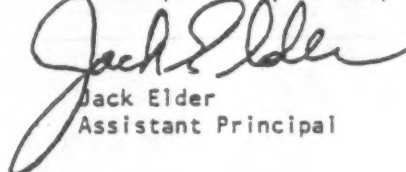
Please read the following to your class:

"This class has been selected to be part of a study to assess occupational needs of students in our local school district. We need your response to help us prepare new, expanded, or different methods of vocational or career training; and we value highly your suggestions for courses you would like to see offered. Do not put your name on the survey."

Please return all the survey forms (including any extras) to the adult school office in the envelope provided as soon as possible after you have conducted the survey. Please include this instruction page with the forms so we know who has returned the questionnaires.

We believe the worth of the project will offset any inconveniences or interruptions in your class schedule.

Thank you for your cooperation,


Jack Elder
Assistant Principal

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